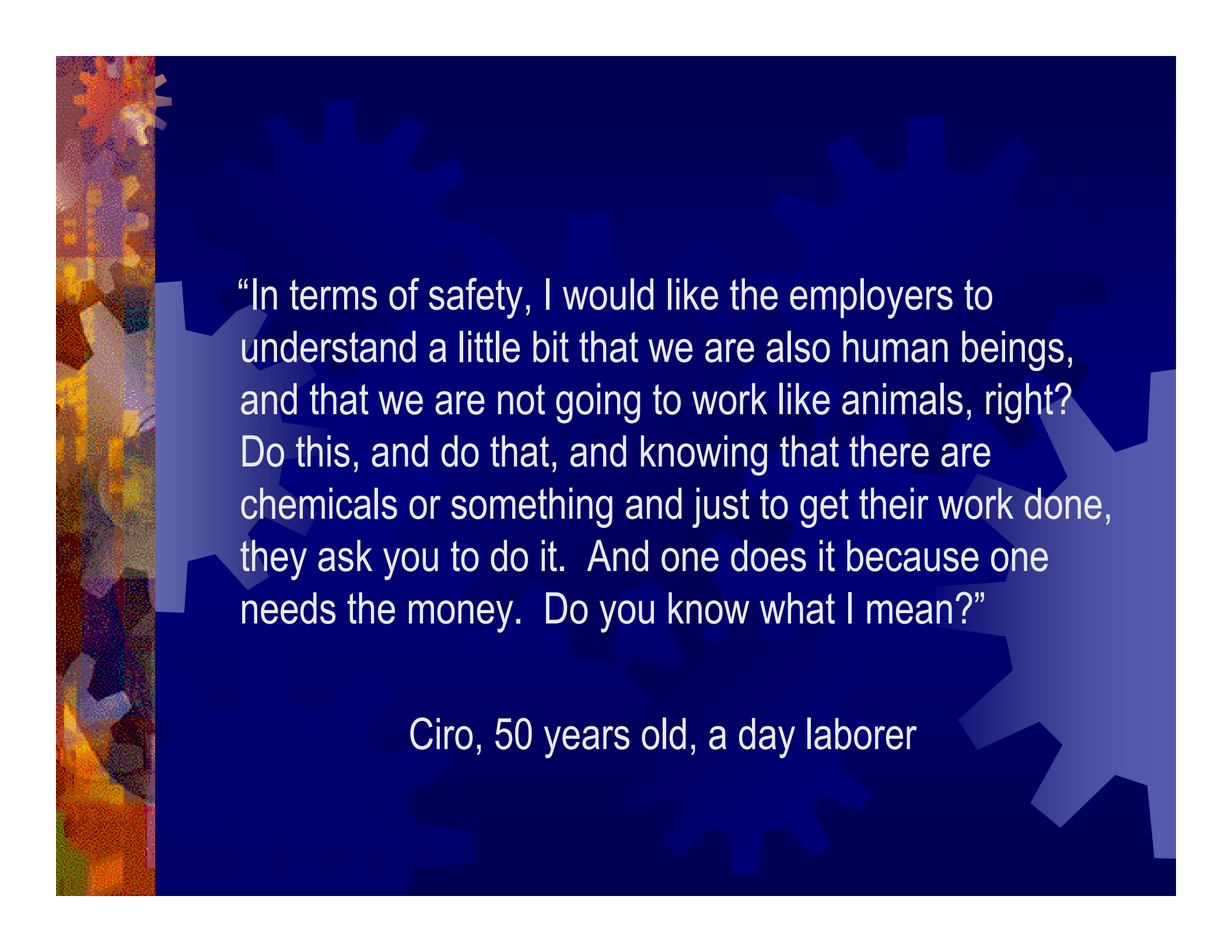


Immigrant Workers' Perceptions of Health and Safety in the Workplace: Training Issues

Marianne P. Brown, M.P.H.


Director, UCLA Labor Occupational
Safety and Health (LOSH) Program





“In terms of safety, I would like the employers to understand a little bit that we are also human beings, and that we are not going to work like animals, right? Do this, and do that, and knowing that there are chemicals or something and just to get their work done, they ask you to do it. And one does it because one needs the money. Do you know what I mean?”

Ciro, 50 years old, a day laborer



“The United States Census Bureau predicts that by the year 2050 Hispanics will represent one out of every four persons in the United States, up from about one in eight in 2000.”

Safety is Seguridad,
National Research Council, 2003



States with Largest Hispanic Populations, 2000

State	Total Hispanic Population, 2000 (in millions)
California	11.0
Texas	6.7
New York	2.9
Florida	2.7
Illinois	1.5
Arizona	1.3
New Jersey	1.1
New Mexico	0.8
Colorado	0.7
Washington	0.4

SOURCE: U.S. Census Bureau 2000



Top 10 States by Hispanic Percent Change Since 1990

State	Percent Change
North Carolina	394
Arkansas	337
Georgia	300
Tennessee	278
Nevada	217
South Carolina	211
Alabama	208
Kentucky	173
Minnesota	166
Nebraska	155

SOURCE: U.S. Census Bureau 2000

For Hispanic Immigrants, a Higher Job-Injury Risk

By PETER T. KILBORN
Special to The New York Times

say show that Hispanic workers, both legal and illegal immigrants, also have

NYT 2/18/92

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Hispanic Workers Die at Higher Rate

More Likely Than Others to Do the Dangerous, Low-End Jobs

By STEVEN GREENHOUSE

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NYT 7/16/01



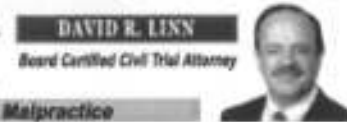
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Hispanic workers: Dying on the job

Sloane Heffernan

NEWS

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NEWS

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Plan: Boost Immigrant Safety on Job

By Thomas Maier
STAFF WRITER

February 22, 2002

Washington - Alarmed about a sharp rise in deaths among Hispanic immigrant workers, the Bush administration yesterday unveiled a plan to improve conditions for what it said are America's most vulnerable workers.

- ☒ Email this story
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Fatal Work Injuries to Native and Foreign-born Hispanic Workers by State and Country of Birth, U.S., 1995-2000

State	Total	Hispanic (% of Foreign-born)	Hispanic Birth for Foreign- born (% of Foreign-born)
California	1,112	675 (61%)	Mexico (85%)
Texas	922	444 (48%)	Mexico (92%)
Florida	420	334 (80%)	Cuba (36%)
New York	274	183 (67%)	Dominican Republic (35%)
Illinois	114	85 (76%)	Mexico (91%)

NOTES:

1. Totals may include categories not shown separately.
2. Percentages may not sum to total due to rounding.

SOURCE: Bureau of Labor Statistics, Census of Fatal Occupational Injuries.

Non-fatal Occupational Injuries with Days Away from Work to Hispanics,
by Gender and Industry group, 1998-2000
(Annual Average of Private Industry Workers Age 16 and Older)

	Men With imputation (000s)	Women With imputation (000s)
Total	182.0	66.4
Agriculture, forestry, and fishing	15.3	2.3
Construction	31.2	-
Durable goods	26.7	6.3
Nondurable goods	17.6	7.4
Transportation and public utilities	20.1	3.4
Wholesale trade	16.2	3.0
Retail trade	24.3	14.5
Finance, insurance, and real estate	3.5	2.2
Service industries	25.4	26.7

NOTES:

1. Totals include industries and values not reported separately. Dash signifies fewer than 500 cases.
2. Excludes SICs 10, 12, 14 and 40 and farms with fewer than 11 employees.

SOURCE: Bureau of Labor Statistics, Survey of Occupational Injuries and Illnesses.



WHY?

- Language Barriers
- Different Work Experience in Countries of Origin
- Different Educational Levels
- Younger Workers on the Average
- Working in More Hazardous Jobs
- Afraid to Speak Up



ADULT EDUCATION PRINCIPLES

- Involve the people to be trained.
- Pilot test the materials with the “target population”.
- Use workers’ own narratives/voices and images in the materials.
- Develop problem-solving, participatory, and hands-on materials.
- Address different learning styles by using a variety of methods.
- Design materials that can be used flexibly in a variety of learning situations.



Writing

- Establish your priority message(s).
- Organize text into short, logical sections.
- Use words that are easy to understand.
- Define technical terms.
- Keep sentences short and simple.
- Use a conversational style and active voice.

Design

- Use large type.
- Emphasize important points by underlining, **bold type**, *italics*, and boxes.
- Use wide margins.
- Use serif type font for the main text (fonts with feet).

Illustrations

- Use simple line drawings.
- Illustrate the CORRECT way to do things, not the WRONG way.
- Avoid abstract graphs and charts.

Adapted from The Right to Understand: Linking Literacy to Health and Safety Training, UC Berkeley, 1994.





Guidelines for Developing Material in Another Language

- Write original piece in the other language.
 - Don't translate it; definitely don't translate it literally.
- Have native speakers familiar with OSH terminology write it.
- Have native speakers review it.
- Have them write it in Standard Language (e.g., Spanish).

ASBESTO

INHALAR FIBRAS DE ASBESTO ES PELIGROSO!

UCLA Labor Occupational
Safety & Health Program
(LOSH)

(310) 794-5964



¿Qué es el asbesto?

El asbesto es un material a base de minerales que se usa como aislador y como barrera contra químicos corrosivos. Su textura puede variar de gruesa a fina. Las partículas finas de asbesto, llamadas fibrillas, son invisibles a simple vista. Una vez inhaladas, se introducen en los pulmones causando problemas a la salud.



¿Dónde puedes encontrar asbesto?

Prácticamente en todas partes: la casa, las escuelas y lugares de trabajo.



Tú puedes estar expuesto al asbesto, si:

- trabajas en la renovación o demolición de un edificio;
- trabajas retirando escombros después de un desastre;
- trabajas en la fabricación de productos que contengan este material, por ejemplo textiles, materiales de construcción, materiales de aislamiento, etc.

¿Cuáles son los síntomas y las enfermedades que puedes tener si has estado expuesto(a) al asbesto?

(Ten presente que en algunos casos puedes contraer las enfermedades sin tener síntomas)

Síntomas

- Dificultad para respirar
- Dolores de cabeza
- Tos
- Palidez
- Pérdida de peso
- Debilidad



Enfermedades*

- *Asbestosis* (cicatrización permanente del tejido pulmonar)
- *Mesotelioma* (cáncer a las membranas que cubren los pulmones y el abdomen)
- *Cáncer* al pulmón, esófago, estómago, colon y/o recto.

**Enfermedades causadas por la exposición al asbesto pueden manifestarse después de 10 - 15 años. Es por eso que es importante tener exámenes físicos regularmente si has estado expuesto(a) al asbesto.*

¿Cómo puedes protegerte del asbesto?

- Usa ropa protectora (guantes, trajes que cubran el cuerpo entero), incluyendo anteojos con ventilación para protección de los ojos.
- Usa respiradores aprobados por NIOSH. El tipo de respirador (y filtro) que uses depende de cuántas fibras de asbesto hay en el aire. (Tu empleador debe medir cuántas fibras hay en el aire). Asegúrate que el respirador se ajuste apropiadamente a tu cara.
- Báñate inmediatamente después de terminar el trabajo.
- Nunca lleves la ropa de trabajo a tu casa, sino déjala en el lugar de trabajo. Tu empleador es responsable del lavado de tu ropa de trabajo.
- No sacudas o harras el polvo, ni limpies con aspiradoras las áreas donde hayan desperdicios que puedan estar contaminados con asbesto.
- ¡No fumes! La combinación de cigarrillos con la inhalación de fibras de asbesto aumenta enormemente las posibilidades de que contraigas cáncer.



Producción por la Universidad de California, Los Angeles, Programa de Seguridad y Salud Ocupacional (LOSH), Julio de 2003.

FACE FACTS

CALIFORNIA FATALITY ASSESSMENT & CONTROL EVALUATION PROGRAM
CALIFORNIA DEPARTMENT OF HEALTH SERVICES

PREVENCIÓN DE FATALIDADES POR MONTACARGAS (FORKLIFT)

Hace poco, 2 choferes murieron aplastados por el montacargas que manejaban. Los choferes habían estacionado sus montacargas sobre superficies inclinadas. Los choferes no pusieron el freno de mano antes de bajar, entonces, los montacargas rodaron y acorralaron a los trabajadores contra algunos objetos grandes e inmóviles.

CASO 1: El Chofer Distruido

Un chofer de camiones de 39 años murió cuando fué aplastado entre un montacargas y un camión. El chofer estacionó el montacargas sobre una vereda un poco inclinada hacia el camión mientras acomodaba las paletas del camión. El montacargas rodó hacia adelante y aplastó al chofer entre el filo del camión y el riel del montacargas. El chofer había sido entrenado para operar el montacargas. Sin embargo, el patrón no se aseguró de que se cumplieran las reglas para el manejo de montacargas.

CASO 2: El Chofer Sin Entrenamiento

Un almacenista de 21 años murió después de haber sido aplastado entre un montacargas y el filo del piso del tren de carga. El almacenista condujo el montacargas al área de carga del andén. Después de haberse estacionado, el almacenista intentó abrir la puerta del tren de carga. El montacargas rodó para atrás hacia el tren de carga y cayó sobre el filo. Así, aplastó al almacenista entre el filo del piso del tren de carga y la parte trasera del montacargas. El almacenista era un empleado nuevo, sin entrenamiento en el manejo del montacargas.

ESCAPE MORTAL



RECOMENDACIONES

Las siguientes recomendaciones son dirigidas a los patrones, los fabricantes de montacargas y a los trabajadores. Si se siguen, se pueden evitar muertes causadas por el manejo de montacargas.

Los patrones deben asegurarse de que:

- ▶ Los choferes de montacargas obedezcan las reglas al momento que se bajan del montacargas.
- ▶ Los montacargas sean revisados regularmente.
- ▶ Nadie se pare entre el montacargas estacionado y objetos grandes e inmóviles.
- ▶ Los trabajadores nuevos reciban entrenamiento adecuado y un examen sobre la operación de montacargas antes de usarlos.

Los fabricantes deben:

- ▶ Construir montacargas con frenos automáticos. Así, los frenos se activan automáticamente cuando no hay alguien en el asiento.

Para más información sobre el uso seguro de montacargas, vea las reglas de California: Title 8; subchapter 7, General Industry Safety Orders; Group 1, article 25; sections 2650-3664.

Si desea reportar completos sobre este tipo de fatalidades o información sobre el Programa de Evaluación y Control de Fatalidades en California (FACE), comuníquese con el Departamento de Servicios de Salud del Estado de California:

California Department of Health Services, Occupational Health Branch
FACE Program
1515 Clay Street, Suite 1901
Oakland, CA 94612

O visite nuestra línea electrónica: www.dhs.ca.gov/ohd/ohsep/face

“Guia práctica de
Primeros Auxilios en los
lugares de trabajo”
– Cest. Quito, Ecuador

TIPOS DE LESION

1. LESIONES TRAUMATICAS

- a) Lesiones de tejidos blandos
(piel, músculo, etc)
Contusiones

Heridas cortantes, punzantes
Quemaduras

- b) Lesiones de tejidos duros
Fracturas
Luxaciones
Esguinces

- c) Traumatismos craneoencefálicos
(de la cabeza)

- d) Traumatismo de columna

CAUSAS MAS FRECUENTES

Por golpes con herramientas, por caídas.

Por maquinaria, herramientas
Por electricidad, radiaciones, calor excesivo, agentes químicos.
Por caídas a diferente nivel o al mismo nivel

Por golpe, proyectil, y caídas a diferente nivel

Por caída a diferente nivel o levantamiento de cargas excesivas



2. AMPUTACIONES

- a) Dedos
b) Manos
c) Piernas
d) Otros órganos

Por accidentes con maquinarias, explosivos o derrumbes

“¡La Amenaza de los Pesticidas!”

– Texas Rural Legal Aid, Inc.




“¿Le Enferma su
Trabajo?”

– UC Berkeley 1990

En caso de emergencia Ud. necesita actuar de inmediato.
Pida ayuda y entonces:

- ☐ Abra la ventana o la puerta o vaya a donde haya aire fresco.
- ☐ Use las duchas de emergencia o el lava-ojos si lo necesita. Si los químicos le cayeran en la ropa, quíteselas, báñese y cámbiese de ropa.
- ☐ Vea a su doctor o vaya a la clínica de su comunidad. Asegúrese de decirle con cuáles químicos trabaja y qué tipo de trabajo hace.





Only 31.6 percent of Hispanics use the Internet, compared to about 60 percent of Asian Americans and 60 percent of whites.

Source: A Nation Online: How Americans are expanding their use of the Internet, U.S. Department of Commerce, February 2002.



Guidelines for Developing H & S Training for Immigrant Workers

- Use trainers who are native speakers.
- Use co-workers as trainers.
- Avoid training in English & then translated into the other language.
- Address “machismo” issue.
- There are limitations to traditional, worksite-based training.
- Focus on priority content areas:
 - Basic Hazard Awareness
 - Skills for Addressing Job Hazards
 - Industry / Hazard Specific Information
 - Their and Their Employers’ Rights and Responsibilities



Make training:

Relevant

Active

Participatory = RAP



RELEVANT:

Content, examples are from their workplaces or kinds of work they do.

ACTIVE:

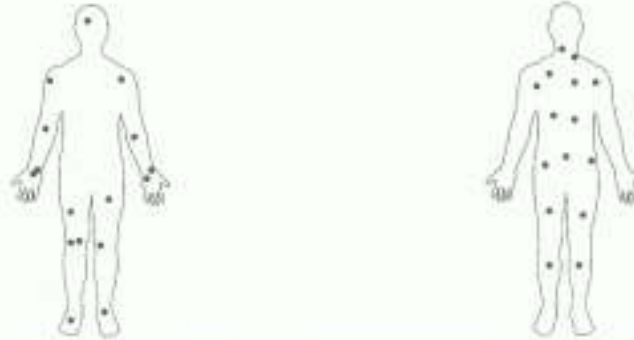
Body Mapping, Risk Mapping, Problem Solving, Computer Based (?) vs. PASSIVE: Lecture, Video, Computer Based (?)

PARTICIPATORY:

Small group problem hands-on exercises, small group problem solving.

Body Mapping

Purpose: To understand what people do on their job and how they feel about it; aches, pains and other health concerns.



Objectives:

- Identify three places where workers hurt on the job
- Demonstrate the physical motions required in doing the job
- Describe three risk factors that would contribute to an injury or occupational illness.

Materials:

- Stickers with the word "ouch" or "ay."
- Wall charts and blank stickers in several colors

Activity:

In a large class with many different types of jobs:

1. Ask workers to break into small groups of 5 – 6 persons.
2. Have each worker explain their job and demonstrate or mime what they do.
3. Other members of the group should put stickers on the worker where they suspect he/she will feel pain caused by the work he is performing.
4. The group should pick one person to demonstrate their job to the entire class.
5. Discuss the risk factors involved in the different tasks that are demonstrated.
6. Write them on the flipchart.

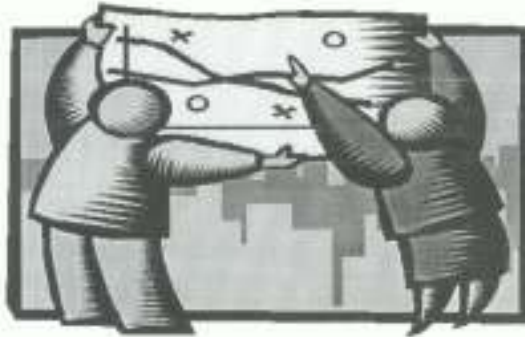
In a smaller class where everyone performs a similar task at work:

1. Ask for a volunteer to get up and mime their job.
2. Others put stickers on the worker where they think he must hurt.
3. Discuss the stickers and if there are other places where the worker hurts.
4. Discuss the risk factors involved in the different tasks that are demonstrated.
5. Write them on the flipchart.

This material was produced under grant number 4677-HEER2 from the Occupational Safety and Health Administration, U.S. Department of Labor. It does not necessarily reflect the views or policies of the U.S. Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

WORKSITE MAPPING

Purpose: To identify, describe and analyze problems on the job.



Objectives:

- Identify health and safety hazards
- Identify work organization changes and problems

Materials:

- Large paper
- Markers
- Scissors or tape

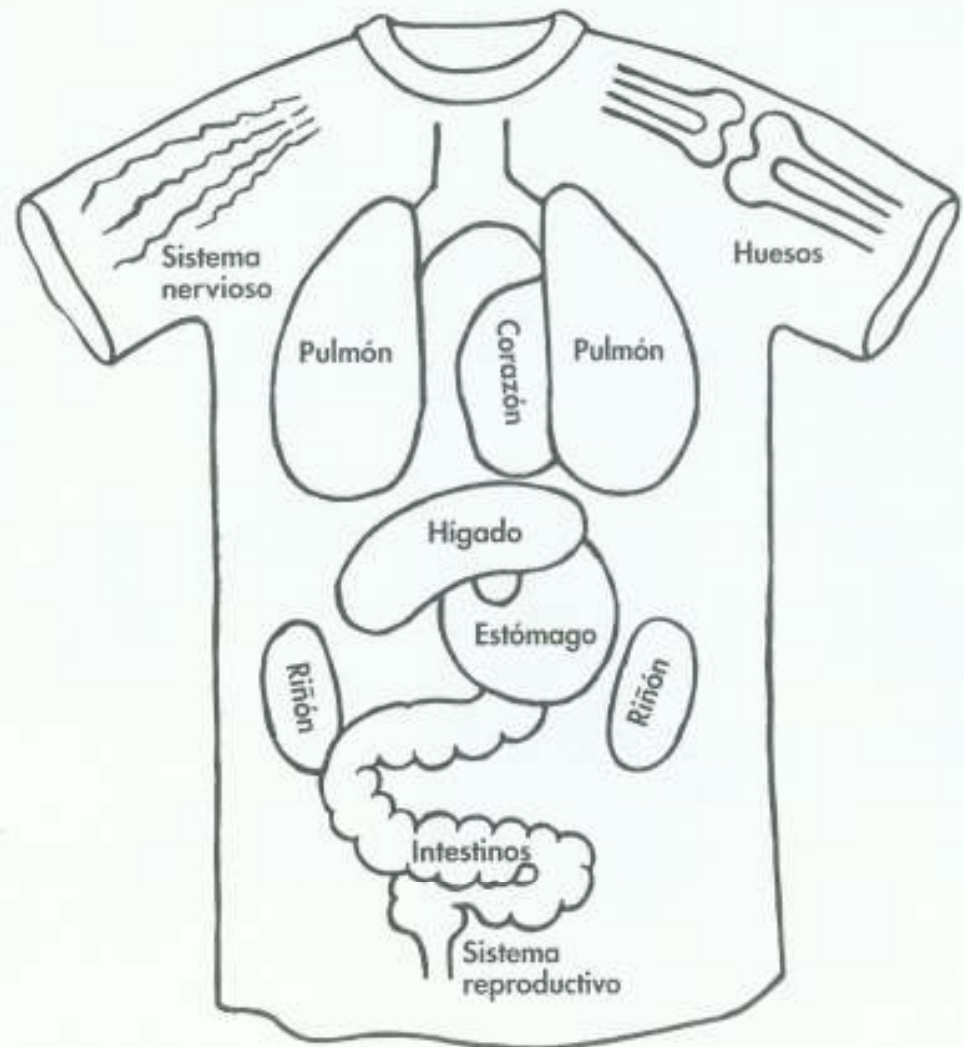
Activity:

1. Break into groups of workers from the same worksite or same department and give them materials to draw their workplace.
2. Have each group draw a floor plan of where they work, putting in machinery, storage, and indicate the flow of work.

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Manuales de
Instrucción Sobre la
Salud y Seguridad
– UC Berkeley 1996

DIAGRAMA: LA "TOXICAMISETA"





Summary

- Immigrant Workers do not receive adequate health and safety training.
- Training for them should address their unique needs (vs. one size fits all).
- Make training Relevant, Active, Participatory, and
- Have co-workers who are similar to them do the training.